DOCUMENT RESUME

ED 265 326 CE 043 263

TITLE Looking after Lawns and Bedding. Youth Training Scheme. Core Exemplar Work Based Project.
INSTITUTION Further Education Staff Coll., Blagdon (England).
REPORT NO ISBN-O-948361-18-2
PUB DATE 84
NOTE 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; *Grounds Keepers; Job Skills; Learning Activities; Learning Modules; On the Job Training; *Ornamental Horticulture; Plant Growth; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS England

ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students about lawn care. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. This project requires the trainee to care for lawns; work safely with and maintain grass cutting machinery; plan, prepare, and cost a display of spring bulbs; and learn about grasses and their diseases. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED265326

Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

Looking after lawns and bedding

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P Rawlings

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UE043263

OTF No: 2

PROJECT No: Y 19

TYPE Individual

ESF
CORE SKILLS PROJECT
YTS
The Further Education Staff College
Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆ 0761-62503

ISBN 0-948361-18-2

ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for record : assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

© COPYRIGHT 1984

The Manpower Services Commission and the Further Education Staff College will allow the reproduction of this core exemplar workbased project by tutors for use in training and educational schemes ONLY. Reproduction for any other purposes is expressly forbidden.

CONTENTS

Introduction

Project Information

Summary

Supervisor's Notes

Off-The-Job Tutor's Notes

TRAINEE'S GUIDE

Names and Times

Background and Situation

Purposes

Action Plan

Trainee Review

Supervisor Review

Assessment — Explanatory Notes

Assessment Form

INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

SUMMARY

The project requires the trainee to:

- care for grass lawns throughout the whole season
- work safely with, and understand the maintenance of grass cutting machinery
- plan an attractive display of spring bulbs
- prepare and cost a display of spring bulbs
- learn about different grasses and the diseases to which they are subject

PROJECT INFORMATION

This project was designed for a trainee working for a large organisation which employs gardeners, but could also be used in a range of amenity horticulture placements.

SUPERVISOR'S NOTES

INTRODUCTION

This work-based project is designed to focus the trainee upon the core skill areas of: number, communication, practical skills and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness, to provide wider knowledge of the world of work and elsewhere and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work-based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity:

1. Where appropriate, please advise other staff that the trainee will be doing the project.

2. Please ensure that the trainee has read the project details and understands what is required.

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project.

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. When the project is complete discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently a second time?

6. Encourage the trainee to complete the Trainee's Review page.

OFF-THE-JOB TUTORS NOTES

These notes are intended as pointers towards your treatment of core skills during off-the-job training. In the work-based project there are specific areas in which the trainee has undertaken tasks which develop core skills. It would be beneficial to the trainees to practise these skills in unfamiliar situations outside the workplace.

1. Some time can be spent investigating the structure and propagation of bulbs.

2. A visit can be organised to the Local Authority Outdoor Leisure Servicing Department to study their methods of caring for large areas of grass. Their servicing arrangements for grass cutting machinery can also be examined.

3. Trainees can be encouraged to plan and produce their own flower display for a particular function in the company, e.g., a dance or retirement presentation, or an event involving the trainees themselves.

4. A visit can be organised to a regional or national flower/horticultural show; allow the trainees to organise and cost the visit themselves with minimal supervision.

5. A survey can be conducted in the company, at all levels, on the effects of the horticultural displays, and suggestions for improvements can be implemented if they appear worthwhile.

Names

TRAINEE.....

SUPERVISOR.....

TUTOR.....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

Many large companies like to create an impressive visual image of their premises by presenting the visitor with a colourful and pleasing first impression. To do this they often use the effects of a profusion of flowers set against the background of well-kept lawns. This creates the impression of a caring, efficient and profitable enterprise. Your job, then, is very important for the psychological effects it can have, not only on visitors, but also on employees, who might be spending most of their working time in a much less glamourous environment.

SITUATION

Designed for a trainee working for a large organisation which employs gardeners. The project could also be used in a range of amenity horticulture placements.

PURPOSES

Doing this project will enable you to learn more about lawns and bedding. It will also help you to develop your CORE SKILLS in number, communication, problem-solving, and practical activities. Developing these skills will make it easier for you to adapt to changes in your job, and to retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important core skills that they contain. When you have finished each task, ask your supervisor to tell you how well he/she thought you did in the task, and record this on the Assessment Form near the back of this project. This record will be needed to complete your certificate at the end of your YTS year.

Task	Core skills	
1. Prepare and plan flower beds, and cost out the task.	Work out the cost of goods and services	1.5
	Mark out required dimensions and shape	4.2
	Provide information in writing and by means of tables and diagrams	7.3
2. Produce a wallchart of annual jobs necessary to keep lawns in good condition.	Plan how to present information	9.6
3. Prepare and record a talk on grass types, weeds, and causes of disease.	Find out information from written sources	6.2
	Plan how to present information	9.6
	Provide information by speaking to other people in the workplace	7.1
4. Write a set of instructions for the safe operation of a powered hand-operated grass mowing machine, and demonstrate the safe operation of this machine	Check and adjust or clean machinery	12.4
	Operate machinery	13.4
	Check products or results of activity for quality and accuracy	14.2

ACTION PLAN

TASK 1
You have been asked to carry out the practical task of preparing and planting the main flower beddings in the front of the main offices for an attractive show of spring bulbs.

Prepare, plan and cost the jobs necessary to produce the display. When you are sure you have completed your plan, check with your supervisor before starting the job.

In order to complete the task you will have to:

1. Find out how you would go about preparing the soil for planting the bulbs.

2. Draw an accurate plan, to scale, of the beddings, stating the exact scale you have used and indicating clearly where the different bulbs will be planted. Calculate how many bulbs of each variety and colour you will need and work out the exact percentages of the total.

3. Find out and describe exactly how you would go about planting the bulbs. Present this information by devising a colourful wall chart using sketches, or diagrams, where necessary.

   This wall chart could be used by the next group of trainees doing the spring bulb planting task.

4. Work out an estimate of how much the whole job will cost, bearing in mind the following:

   a) the cost of the bulbs
   b) the cost of any fertilisers used
   c) the cost of labour (your supervisor will advise you on the hourly rate)
   d) the FIXED costs of "overheads" which will include a proportion of such items as: costs of tools, storage of bulbs, telephone, insurance, etc.

   (FIXED costs, or "overheads" are costs which have to be paid out by your section no matter how much work is done).

   Find out for yourself at least SIX of the fixed costs and agree with your supervisor an estimate of what these "overheads" might be for this job.

When you have completed your plan and costing, write it up neatly so that it could be typed out both to help you do the actual job and to assist next year's trainees.

TASK 2
In order to keep the lawns in good condition many jobs have to be done throughout the year. Find out what these jobs are and present the information as a calendar, in the form of a large wall chart which could be referred to by new trainees and used as a part of their training programme. Start at the end of the growing season and indicate clearly (using diagrams or drawings where necessary) the precise jobs to be done and the materials, tools and chemicals necessary. Do not forget to give the reasons for these jobs.

TASK 3
The satisfactory upkeep of grasses depends upon a wide knowledge of grass types, weeds, pests, diseases and their cures. You now have to find out all the information necessary to prepare a short talk on this topic, which can be tape recorded, or video taped and used for future training material. The talk can be supplemented by a hand-out which you can have typed. In order to prepare this material you will need to complete the following tasks, one of which includes a small survey:

1. Find out and make a list of at least SIX of the main weeds to be found in lawns — indicate at least ONE factor that promotes their growth and ONE method of removing these weeds. Present this information in an attractive and easy-to-read manner, suitable for other trainees to use.

2. Find out as many different types of grass as you can, indicating their advantages and disadvantages when used to form lawns (e.g., are they hard wearing, quick growing, etc?)

3. Find out what types of grasses are used in your lawns and why. Check this information with your supervisor.

4. Make a list of the major diseases to which grasses are subject and indicate both their causes and cures.

5. List the parasites to which grasses are subject and discover how they can be removed.

6. Take one small area of grass 10 yds x 10 yds, mark it out carefully and carry out a survey to discover:

   a) the different types of grasses present;
   b) the different weeds present;
   c) the number of pests of different types;
   d) the type of parasite present.

Write up this information and say how these problems might be solved.

TASK 4

Find out any legal restrictions concerning the age at which a young person is allowed to operate various types of grass cutting machinery. Discover all that you can about the safe operation of one of your power hand-operated grass mowing machines. Demonstrate this to your supervisor, or a new trainee, including the daily maintenance and safety check. Do not forget to carry out the correct procedures for putting the machine away after use.

Now write out a set of instructions aimed at a new employee who knows nothing about the operation of the machine. Remember to keep your explanation clear and simple, using drawings or diagrams wherever this will simplify your instructions. Take into account at least the following points:

1. How to carry out a daily maintenance and safety check on the machine.

2. Precise instructions on how to start the machine.

3. Operating instructions, including how to leave the machine after use.

4. Fault-find ɜ advice on how to adjust the machine in the event of faulty operation.

5. A comprehensive list of safety precautions aimed at a complete newcomer to the machine.

6. Annual servicing requirements.

Now complete the TRAINEE REVIEW sheet and arrange to have a discussion with your Supervisor about the project. 14

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. What did you think of this project? Was it easy or hard, interesting or boring?

2. What did you learn? (Look back at the list of Purposes to see what you were supposed to learn.)

3. Did you learn anything which was not on the list of Purposes?

4. Did you need help with any particular part of the project?
   What kind of help did you get?

5. How do you think you could use what you learned in another job, or outside work?

6. Has this project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and disuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT
explanatory notes

In completing this W.B.P. the trainee has the opportunity to demonstrate competence in the core skills listed on the attached form.

The first two columns list the WBP tasks and core skills which occur within them.

You are asked to assess the trainee's competence in these core skills according to the amount of support from you that the trainee needed, for example:

1. If a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular sources, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided:

2. If a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the core skills, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and core skills competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a core skill) but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

BEST COPY AVAILABLE

ASSESSMENT FORM

PROJECT TITLE LOOKING AFTER LAWNS AND BEDDING _____ **WBP NO** _____ **DATE** _____

TRAINEE'S NAME _____ **SUPERVISOR'S NAME** _____

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1	Work out the cost of goods and services (1.5)							
	Mark out required dimensions and shape (4.2)							
	Provide information in writing and by means of tables and diagrams (7.3)							
2.3	Plan how to present information (9.6)							
3	Find out information from written sources (6.2)							
	Provide information by speaking to other people in the workplace (7.1)							
4	Check and adjust or clean machinery (12.4)							
	Operate machinery (13.4)							

ASSESSMENT FORM.
continued.

WBP TASK NO	CORE SKILL ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
	Check products or results of activity for quality and accuracy (14.2)							

BEST COPY AVAILABLE